

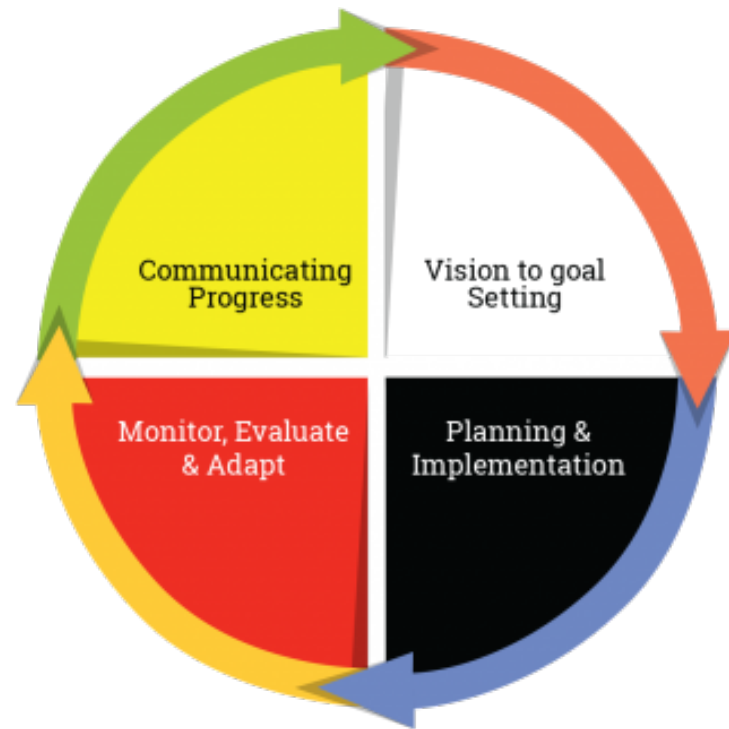


# School Plan Report

June 2021



# The Planning Process



The House Posts of School Planning

### VISION TO GOAL SETTING

WHAT IS OUR VISION FOR LEARNING?



#### Vision For Learning

At Ridgeway, we strive to provide a safe, caring, engaging, and inclusive learning environment for all learners. We do this with a focus on recognizing and valuing the diversity of the school community and that every member of that community has a place and a story. We recognize that, in order for a student to experience success, they must feel safe, both physically and emotional, as well as valued for themselves. We also recognize that every student has the potential for contributing to our learning environment in essential ways.

[+ Read More](#)

### PLANNING & IMPLEMENTATION

WHAT IS OUR ACTION PLAN?

**Objective #1 – Mental Health Literacy**  
Staff will work together to improve their understanding of Mental Health Literacy, as well as students' understanding.

This past year, Ridgeway staff watched the movie Resilience, which was about childhood trauma and the impact it has on children's ability to manage their emotions and reactions when faced with challenging situations. We have committed to improving our understanding of how to support students' development of resiliency. During opportunities like staff collaboration, Pro-D days, lunch & learn, etc., we will focus on exploring mental health literacy.

**Objective #2 – Social Emotional Learning**  
Staff will actively explore the adoption and use of a common and effective school-wide or Primary/Intermediate-wide programs designed to support students in their emotional self regulation abilities.

Staff have determined that we would like to implement a program to improve self-regulation. We know that specific programs are more suited to one age group than another.

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### COMMUNICATING PROGRESS

HOW DO WE COMMUNICATE OUR PROGRESS?

Our school planning process at Ridgeway is intended to support an ongoing dialogue with all members of our community in order to value and celebrate our progress as well as to collect feedback to continue our cycle of school planning. We will continue to both celebrate our progress and collect information from members of the community to determine what's working, what's not, and what's next. Examples of communication that is currently underway to communicate progress

### MONITOR EVALUATE & ADAPT

WHAT ARE OUR INDICATORS OF PROGRESS?

What are our indicators for progress  
As with communication, it is essential to include all voices in our community to effectively monitor, evaluate, and adapt our school plan. We will seek input from all members of our community in order to work towards our vision.

**Objective #1: Improving Mental Health Literacy**

<https://vibrantlearning.sd44.ca/school-plan/ridgeway-elementary/>

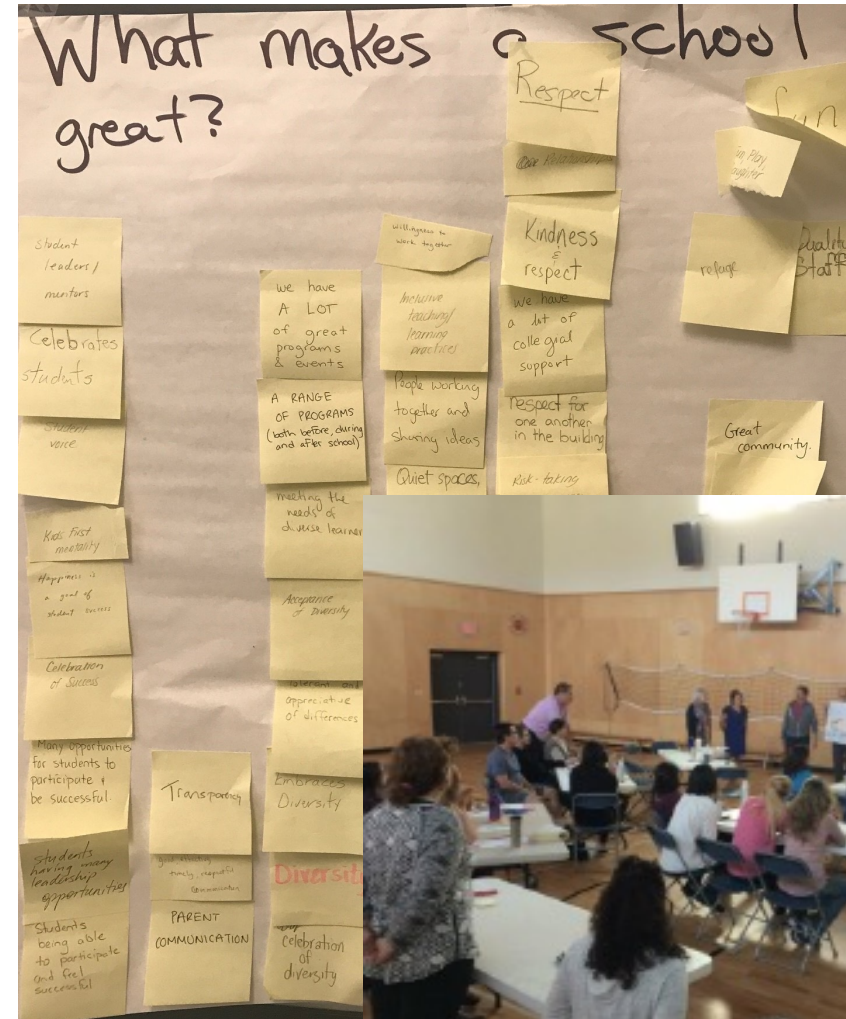


# Where we've been...

Over the last several years, Ridgeway has worked together through an appreciative inquiry lens to develop and implement a meaningful school plan.

We have:

- Explored “What makes Ridgeway great?” with staff and student representatives from each division
- Built upon Ridgeway’s vision statement
- Emphasized the role of collaboration and built collaborative practices within the school
- Worked together to craft school plan goals to guide us



# Our Guiding Values

Ridgeway R.O.C.K.S has been a guiding value statement at Ridgeway for a number of years. It is a set of values that we guide our behaviour and actions by to ensure that all members of our school community feel valued, connected, and safe.

- **R** –Respect for everyone at all times
- **O** –Ownership of our own actions
- **C** –Cooperation with others
- **K** –Kindness shown to and for everyone
- **S** –Safety by and for everyone



# Our Vision for Learning

At Ridgeway, we strive to provide a safe, caring, engaging, and inclusive learning environment for all learners.

We do this with a focus on recognizing and valuing the diversity of the school community and that every member of that community has a place and a story.

We recognize that, in order for a student to experience success, they must feel safe, both physically and emotionally, as well as valued for being themselves.

We also recognize that every student has a responsibility for contributing to our learning environment in ensuring that others feel safe and valued.

# Our 2020/21 Plan

**School Goal: To improve all student's sense of belonging and resiliency through purposely developing strategies focused on Social Emotional Learning.**

- **Objective #1 – Mental Health Literacy**
  - Staff will work together to improve their understanding of Mental Health Literacy, as well as students' understanding.
- **Objective #2 – Social Emotional Learning**
  - Staff will actively explore the adoption and use of a common and effective school-wide or Primary/Intermediate-wide programs designed to support students in their emotional self-regulation abilities.
- **Objective #3 – Opportunities**
  - Staff will purposefully provide opportunities for students to work together, in a supportive and inclusive environment, celebrating all that it means to be a Ridgeway Raven!
- **Objective #4 – Communication**
  - We will be exploring ways to improve home-school communication, particularly with regards to student learning.

# Monitoring our Progress

- Over the years we have monitored progress in a variety of ways including staff anecdotal observations, data tracking such as School Based Resource Team referrals, and a student survey
- This year, the School Planning Team created a virtual opportunity for all staff members to reflect on our School Plan objectives and describe activities, events, and learnings **over the last two years** that demonstrate progress towards our goal





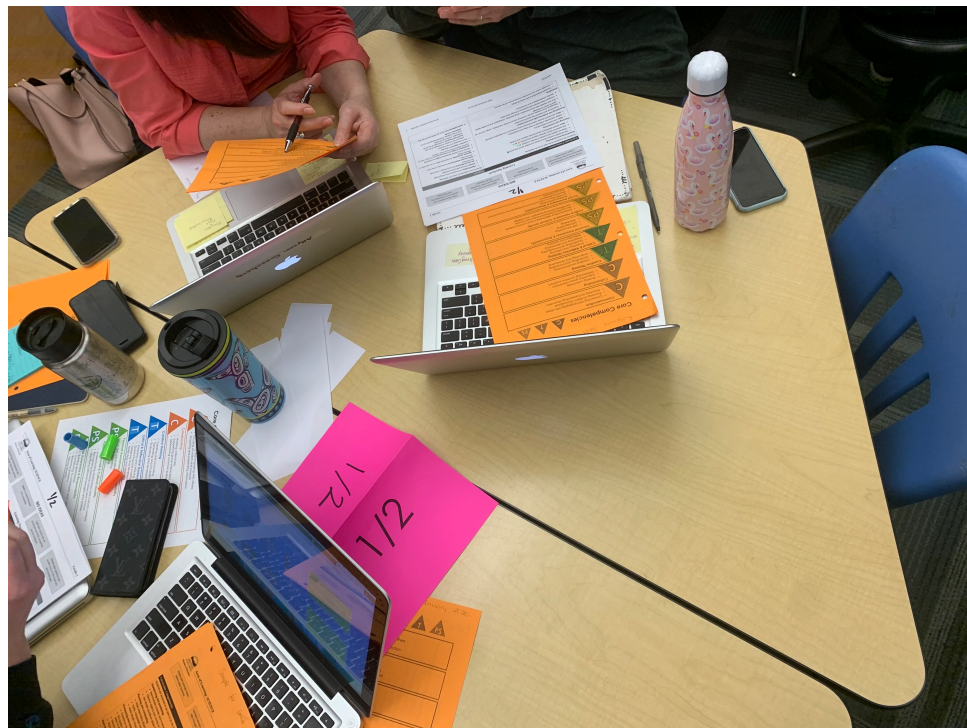
# Our Progress- Objective #1

## **Objective #1** **Mental Health Literacy**

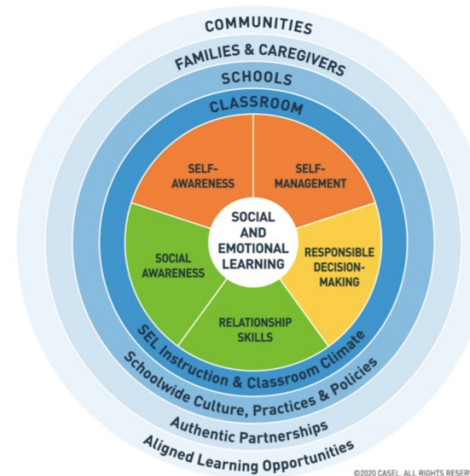
Staff will work together to improve their understanding of Mental Health Literacy, as well as students understanding.

### Some examples of improving mental health literacy include:

- Counsellor presentation shared at virtual staff meeting prior to students coming back for partial in-class instruction in June focused on SEL and well-being
- Ongoing discussions and focus on supporting student and family SEL during the remote learning period
- Staff Collab time re: Connecting the Core Competencies in a meaningful way (grade group work time)
- Exploration of CASEL framework with a focus on staff mental health literacy
- Staff Collab time re: Seven Grandfather Teachings



Staff Collab Focused on Connecting the Core Competencies



CASEL Guide to Schoolwide SEL

### Personal SEL Reflection

**Purpose:** This tool is designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, staff members, and other adults can use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence. If used in a group setting, individuals should first complete the reflection privately, then discuss general themes and examples of strengths and challenges with partners or in small groups. Individuals can return to this reflection throughout the year to revisit personal goals and mark progress.

#### Here's how to use this tool:

- Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (very difficult, difficult, easy, or very easy for you to do).
- When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as "good" or "not as good."
- Review your responses and take action in light of what you learn. Suggested writing prompts and actions can be found after the reflection statements.

| Self-Awareness              |   | Very difficult | Difficult | Easy | Very easy |
|-----------------------------|---|----------------|-----------|------|-----------|
| EMOTIONAL SELF-AWARENESS    | I can identify and name my emotions in the moment.  |                |           |      |           |
|                             | I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.                                       |                |           |      |           |
| IDENTITY AND SELF KNOWLEDGE | I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively. |                |           |      |           |
|                             | I know and am realistic about my strengths and limitations.   |                |           |      |           |
| GROWTH MINDSET AND PURPOSE  | I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.                 |                |           |      |           |
|                             | I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.   |                |           |      |           |
|                             | I believe I will continue to learn and develop skills to better support all young people to succeed.  |                |           |      |           |
|                             | I believe I can influence my own future and achieve my ambitions.   |                |           |      |           |
|                             | I can see how I have a valuable role in my work, my family, and my community.   |                |           |      |           |
|                             |   |                |           |      |           |

## CASEL'S SEL Framework and Staff Self-Assessment Tool



The Seven Grandfather Teachings

# Our Progress- Objective #2

## **Objective #2** **Social Emotional Learning**

Staff will actively explore the adoption and use of a common and effective school-wide or Primary/Intermediate-wide programs designed to support students in their emotional self regulation abilities.

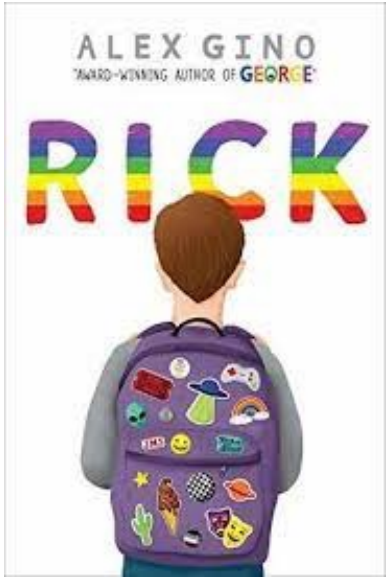
### **Some examples of effective SEL supports being used include:**

- Breathing techniques explicitly taught at school wide assemblies and small group events
- Explicitly teaching a variety of problem-solving techniques (breathing, going for a walk, walking away, counting, etc.)
- Visible strategies posted in student zones like window seats
- Use of Zones of Regulation and teaching brain science
- Use of guided meditation to tense and release body parts and observe the different feelings
- “Chime time” used throughout the day to take deep breaths and visualization.
- The teaching of “bucket filling”
- Class meetings and checking in with a “temperature reading”
- Counsellor working with classes and individual students on a regular basis to support SEL
- Explicit instruction about growth vs. fixed mindset
- In-house development of SOGI teaching kits to
- Grade 6/7 Evening Book Club in Spring 2021





Visible Strategies Posted in Shared Locations



Grade 6/7 Virtual Book Club



Mind Up Chime for Breathing Techniques



Ridgeway's New SOGI Teaching Kits

# Our Progress-Objective #3

## **Objective #3 Opportunities**

Staff will purposefully provide opportunities for students to work together, in a supportive and inclusive environment, celebrating all that it means to be a Ridgeway Raven!

### **Some examples of opportunities for students to work together include:**

- Orange Shirt Day School Wide Feather Project
- Rainbow button leadership sale to raise money for rainbow sidewalk
- School Wide Slahal Term 1
- School Wide Slahal Term 2 with Dallas Gus as guest teacher
- Pink Shirt Day Ally Rainbow Project and Pink Blossoms Project
- PAC Multicultural Fair
- PAC Spring Fair
- Celebration of multicultural events like Nowruz
- Developing Logo and Spirit Wear
- Monday Read Alouds on Teams with our Librarian
- Grade 7 Spirit Days
- Ridgeway Neighborhood Drive-by in April 2020 to support the community during Covid
- Not-A-Box School-wide STEM activity





School-Wide Slahal



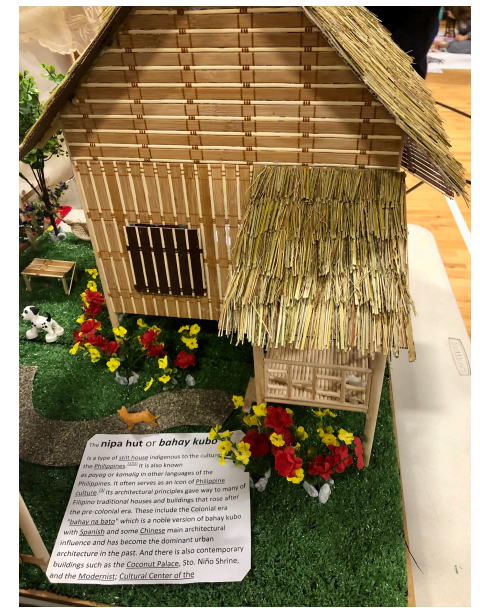
Pink Shirt Day 2021 School-Wide Blossoms Project



Display of Photos from Not-A-Box School-Wide STEM Activity



PAC Multicultural Fair



Celebrating Norwruz!



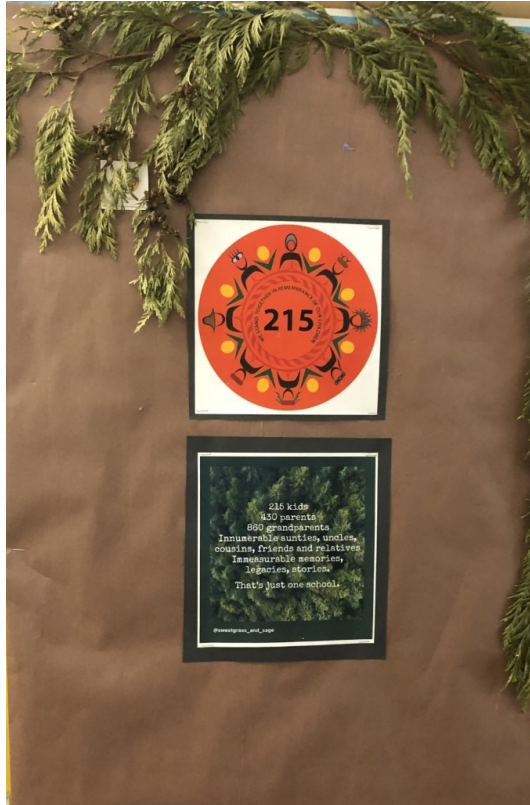
# Our Progress- Objective #4

## **Objective #4 Opportunities**

We will be exploring ways to improve home-school communication, particularly with regards to student learning.

Some examples of improving homeschool communication include:

- Student-Teacher-Family (STF) Conferences to communicate learning and set goals as a team
- STF Conferences parent feedback from survey
- STF Conferences teacher feedback
- Feedback from parents re: remote learning and supportive comments regarding staff
- Be Happy video during remote learning
- Ongoing work with Self-Assessment of Core Competencies
- Ongoing communication of Ridgeway R.O.C.K.S.
- Using digital portfolios to share work students are proud of them with their parents
- Social Media Presence on Twitter @RidgewayElem
- Indigenous Education Board
- Pride/SOGI Board
- Virtual assemblies with opportunities for Transition/Homebound families to participate
- Holiday message/ video to families



## Ridgeway's Indigenous Education Board



## A Teacher Hosting "At Home" STF Conferences

### Ridgeway's Term 2 At Home Student Led Conferences: Guiding Questions for Families

Thank you for participating in our at home student led conferences this term! We hope you enjoyed reflecting on your child's work together and seeing a glimpse of their classroom on MS Teams.

When looking at specific work samples or assignments, the questions below can be used as a guide to prompt further discussion and sharing. You may wish to adapt these questions to match your child's level of understanding and the specific work sample/assignment you are looking at together.

- What was the easiest part of doing this assignment? The hardest?
- What are you most proud of with this assignment?
- What is one thing you could improve next time you do a similar assignment?
- What did you learn about yourself while you were doing this assignment?
- What else do you know about \_\_\_\_\_?
- What surprised you while learning about \_\_\_\_\_?

## STF Conference Family Discussion Guide



## Ridgeway's Pride/SOGI Board

# This Year

- This 2020/21 School Planning Team consisted of diverse representation from Ridgeway staff including representation from Primary, Intermediate, and Non-enrolling teachers as well as members of CUPE and administrators
- The team sought feedback from the larger staff to reflect on our goal and determine our next steps
- Over several months, the team worked to revamp our school goal to reflect the progress we have made and the direction we want to go
- We began the work of developing a shared understanding of “deep learning” and are moving towards the implementation of a school-wide SEL program





# Moving forward...

## Updated School Plan Goals and Objectives 21/22

*To foster an environment that values deep learning and social-emotional well-being for all community members.*

### **1.0- Deep Learning Objectives**

- 1.1-** Develop a shared understanding of deep learning
- 1.2-** Increase staff comfort and understanding of deep learning approaches and strategies

### **2.0- Social Emotional Well-being Objectives**

- 2.1-** Whole school feels a sense of belonging at Ridgeway
- 2.2-** Increase staff and student mental health literacy
- 2.3-** School wide use of common SEL strategies

# Next Steps

- School Plan Team works with staff to develop specific strategies and ways to monitor progress for our updated 2021/22 plan
- Opportunities for whole school community to participate in updating our shared vision statement
- Continue to explore deep learning as a staff
- Begin using a research-based school-wide SEL program to enhance well-being and mental health literacy

